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ABSTRACT

This publication is designed to help Texas elementary and secondary educators evaluate and improve school library media programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support. Following an introduction, the guide is divided into five sections. The first section, Library Media Center (LMC) Program, has subsections on services to students, teachers, administrators, and the community. The second section, Resources, has subsections on the campus, district, and regional collections; selecting and evaluating, organizing, and maintaining records of materials and equipment; and using community resources. The third section covers Facilities, and the fourth section, Financial Support, has subsections on annual expenditures for books, audiovisual materials and equipment, magazines and newspapers, encyclopedia sets and unabridged dictionaries, LMC supplies and rebinding of books, and professional materials; and financing the program in the new school. The last section, Library Media Staff, includes discussions of district and campus library media directors, school librarians, instructional media aides, clerical aides, student assistants, and volunteers. Appendices include a planning guide and a library media center appraisal checklist. A copy of the Texas compliance statement under Titles VI and VII, Civil Rights Act of 1964, 11 references, and a directory of directors and committees of the State Board of Education are included. (THC)

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Foreword

School Library Media Centers elaborates on the expanding role of the library media center in the school. It offers suggestions to administrators, supervisors, and school librarians for initiating, developing, and expanding the library media center program in elementary, middle, and secondary schools.

W.N. Kirby
Commissioner of Education

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Introduction

The school library media center provides a level of services and resources that will allow students to move beyond the textbook and classroom environment into self-directed and teacher-directed explorations. Students develop skills in locating, evaluating, synthesizing, and using information to solve problems. To accomplish these objectives, the school library media center not only provides materials and services, but also draws on additional resources from the district's collection of audiovisual materials and equipment, the regional education service center's instructional films and multimedia items, and local and state agencies that offer educational materials and services.

This publication will help local educators evaluate and improve school library media programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support. Several principles applicable to all schools are emphasized or implied. They include:

Each school has the full complement of instructional personnel, resources, facilities, and services necessary to implement its program.

A good program can best be achieved through the cooperative efforts of the school librarians, administrators, teachers, students, and community to set long and short range goals for the library media center. (Appendix A of this publication may be used in evaluating the current situation.)

Student use of library media services and resources is most effective when teachers and school librarians plan instruction jointly.

The library media center shall provide services and materials to students in addition to resources provided by the community through public and academic libraries.

Necessary financial and administrative support must be provided for a quality library media program. This support is shown through the district's budget as developed by the local board of trustees and through the inclusion of positive recognition of the value of the program in the district's priorities for improvement.

Materials reflecting the ethnic culture, language, racial background, and personal interests of the students are included in the library media center collection.

The school library media center is supported by the services, materials, and equipment available from the district level. Drawing on information from the school librarians, administrators, and teachers, the library supervisor for the district will set objectives for the department, provide requested materials and equipment to the schools, and will be involved in the designing or remodeling of library media centers.

Regional education service centers provide assistance in acquiring, producing, and distributing educational media and repairing audiovisual equipment. The centers also offer inservice workshops and advanced academic training sessions for teachers and school librarians.

The Library Media Center Program

The library media center (LMC) serves as a laboratory in which students may experience a wide range of media designed to widen, intensify, and individualize learning. Such a program will demand that the school librarian serve as a teacher, a materials expert, and a curriculum coordinator as the center is totally involved in the teaching/learning process.

The ideal LMC program will involve the total school community. The principal, as chief administrator, determines the degree of LMC participation in the instructional program through class scheduling, assigning the school librarian to curriculum planning and textbook selection committees, and promoting the LMC as a valuable resource. The classroom teacher shares knowledge of student learning styles and community expectations to help the school librarian build an effective program based on appropriate materials and diverse services to students. Information on the quality of the LMC program may be obtained from students and teachers through written questionnaries or informal exchanges. Community expectations may be gathered from the library committee of parent organizations or through conversations with parent volunteers in the school. The school librarian, who has specialized training in selecting, organizing, and integrating resources, draws all these factors together to plan a quality library media program.

Services to Students

An atmosphere that will draw students into the LMC is generated by a friendly, helpful staff, attractive surroundings, and sufficient resources to meet their needs. The staff will encourage students to use a variety of materials to pursue individual interests and in independent study. Reading, viewing, and listening guidance will be provided. Growth in critical analysis will be encouraged through informal discussions between student and librarian. Information/library skills will be taught in order that students may locate and use all LMC resources. If available, computerized data base searches will be made accessible to students.

The LMC, open during the day as well as before and after school, should provide a flexible system for circulating materials designed to meet the demands of students. These materials, appropriate to the learning styles, ability levels, and interests of students, should be provided in a variety of formats with the information and equipment organized for easy access. Space should be set aside for individual, small group, and large group activities.

Services to Teachers

The school librarian plans cooperatively with the classroom teacher to integrate LMC resources into the daily instructional plan. These resources may include audiovisual materials, books, periodicals, and microcomputer software. The school librarian should be assigned to faculty committees which design, study, revise, and implement instructional strategies and curriculum content. In cooperation with the teacher, the school librarian will teach information/library skills and the use of subject resources and specialized tools, such as microcomputer accessing of data bases.

Information on materials available from the LMC, regional education service center, public libraries, and the school district central library is available to teachers, along with an up-to-date community resources file of field trip locations and names of resource persons in specialized areas. Teachers will be informed of new acquisitions by the LMC and bibliographies will be prepared as needed. A collection of books and audiovisual items may be provided to classrooms upon the request of teachers.

The school librarian should orient all staff members on LMC resources, policies, procedures, services, and facilities. Inservice programs, which include the use of equipment, production, and evaluation of media, will be conducted by the school librarian. A collection of materials, including microcomputer software, will be provided and organized to meet the professional needs and interests of teachers.

Services to Administrators

The school librarian should be part of the campus committee which formulates long-range goals and short-term objectives for the school and the LMC. A staff/faculty/administrative/student/community committee should plan and evaluate the LMC priorities. This committee may meet quarterly to determine how closely the LMC program is meeting its objectives and fulfilling its obligations to the school community.

To assist the administrator in budget preparation, the school librarian may furnish cost estimates relating to the LMC program and statistics regarding expenditures, collection development, and LMC use. If new or renovated facilities are to be planned, the school librarian should be actively involved.

The school librarian may help the administrator develop effective campus level inservice programs by offering sessions in the LMC on the use and production of instructional materials. Also, the administrator shall be kept aware of new acquisitions and LMC events and activities. Bibliographic and reference services should be available to the administrator, along with periodic lists of new acquisitions, audiovisual productions, and other activities.

Services to the Community

The school librarian may use the local newspaper, school/home newsletters, and presentations at parent/teacher and other civic meetings to build awareness of LMC services. Within the community, citizens may be encouraged to provide suggestions for program improvement.

Other community agencies, such as public and academic libraries and museums, will expand the LMC resources through a well organized, cooperative effort built around the school's curriculum. The school librarian should foster this effort through a strong information program keyed to school/community interests.

Examples of this kind of cooperation may include publicizing community events of interest, civic projects, local celebrations, and television programs which feature community activities and local government. Programs and demonstrations for the public may be held in the center when scheduling is convenient. Materials and equipment may be loaned to community groups when not in use by students and faculty. Reference and bibliographic services may be offered, along with guidance in the selection of materials for home libraries. The school librarian should also attempt to involve the community in the LMC operations through volunteer services.

Resources

One of the objectives of the library media center (LMC) is to provide materials and equipment in sufficient quantity, quality, and variety to implement the instructional program and to support the development of the student.

Today the LMC is taking an increasingly active role in the school, using its enlarged collections and the variety of materials and equipment to become a full participant in the educational process. Its resources, services, and personnel are helping to implement new developments in curriculum and instruction. Print and non-print resources are equal partners in the learning process and the LMC is the logical location for centralizing these materials.

Campus Collection

Materials designed to meet the needs of all learners, are selected, evaluated, or developed cooperatively by the school librarian, teachers, and students. Information about local events, persons, organizations, occupational opportunities, history, and folklore should be available. The school LMC resources may be supplemented by materials from the district or regional education service centers when special requirements or excessive costs make this arrangement advantageous. Particular care should be taken to provide for the individual needs of students involved in bilingual classes, special education, or vocational courses. The LMC materials may be purchased preprocessed as much as possible in order to free the staff members from unnecessary routines and enable them to be of greater service to students and faculty.

Each school LMC contains:

A basic book collection appropriate in subject and quantity for the students it serves. These materials will be suitable to the students' abilities, interests, and maturity. Care should be exercised to include materials that reflect the ethnic background and culture of the community and provide current information relative to issues of concern to students.

An extensive collection of appropriate, popular paperbacks.

Materials such as filmstrips, slides, transparencies, recordings, films, audio and video tapes, computer software, maps, globes, charts, art objects, and models to provide alternative approaches to learning.

Equipment for using audiovisual materials and for duplicating, processing, and producing materials. The supplies necessary for producing audiovisual resources for teacher use and for assisting with student production assignments should be provided.

A collection of professional books, audiovisual materials, microcomputer software, and journals on learning theory, methods of teaching, classroom management, guidance, child growth and development, and areas of general educational interest to meet the needs of faculty and administration.

A collection of catalogs from publishers and school supply houses.

Copies of all division curriculum guides and other district publications appropriate to the educational program of the school.

Periodicals supporting the curriculum and reflecting the culture, interests, and grade levels of the students. Periodical indexes should be provided at the appropriate division levels.

Local, regional, and national newspapers offering various viewpoints.

Pamphlets, pictures, and newspaper clippings relating to current issues, curriculum areas in heavy demand, and local interest stories. These vertical file materials are necessary to the LMC as they supply information not available in other formats.

Teacher-made materials unique to the school.

An index to instructional materials and equipment that are available through departments.

The District Collection

A more extensive collection of professional and curriculum related books, periodicals, and pamphlets may be centered at the district LMC. From this center, video and audiovisual materials and equipment may be circulated because of the high expense of purchasing these items for each campus. Instructional materials produced or developed at the district center are included, along with space for producing teacher-made materials.

The Regional Collection

Special materials and services not available from either the campus or district units may be provided by the regional education service centers. Examples include films and other audiovisual items for general instruction as well as materials for guidance, special education, and career education programs. Many service centers circulate educational programming in video format. If reproduction rights have been secured, copies of the video tapes may be provided to local campuses requesting the program.

Selecting and Evaluating Materials and Equipment

The selection of materials and equipment is the responsibility of the LMC staff, faculty, and administration. All are encouraged to suggest materials to be added to the LMC collection and to share in evaluating materials and equipment being considered for purchase.

Several basic considerations centered on the local environment should govern the selection of materials, including the needs, interests, abilities, and backgrounds of the students. Modes of student learning, instructional styles of the faculty, budget limits, and the school's curriculum will also influence selection.

Each district should develop a materials selection policy with the following purposes:

To build quality collections that will support and enrich the curriculum.

To interpret the selection process to the school and community.

To provide a method to meet challenges to materials from outside pressure groups.

To answer questions concerning sensitive materials.

The board of trustees should adopt a district materials selection policy defining criteria for selection and the procedures for screening materials. The American Association of School Librarians' *School Library Bill of Rights* may be used as a guide. The Texas Association of School Boards also presents information about selection policies in its materials. The National Council of Teachers of English offers excellent sample materials as well.

Prior to the purchase of any materials, the needs of the instructional program and of the students should be determined and checked against the LMC current holdings. Each campus unit should have a continuing

plan for evaluating and selecting materials and equipment updated periodically by requests from teachers and students. The latest editions of books that evaluate LMC materials and periodicals that review recently published items should be available to school librarians.

The "book drive" as a means of expanding a school's collection should be considered with caution as materials acquired in this way often do not meet requirements of the instructional program. The burden of disposing of unusable materials generally outweighs the value of a few worthwhile acquisitions.

Acceptance of gift collections of books which the donor expects to be permanently on exhibit should be considered with caution also. Few schools can affort to provide space for a collection, however rare and valuable, which cannot be included in normal daily circulation.

The selection of audiovisual equipment will focus on the interdependence of materials and equipment with type, quality, and quanity depending on the school's teaching modes and use of audiovisual materials. A study of trends in technology will help the district avoid purchasing equipment that will soon be obsolete. A formal evaluation of the LMC collection should be completed periodically. Daily evaluation by all users results in a highly effective collection.

Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to LMC materials. For the book and audiovisual materials collections, the Dewey Decimal or Library of Congress systems may be used to classify items. Organizational and processing techniques should be as simple as possible in order to speed the materials into circulation. The use of a jobber who provides commerical processing might be considered in order to reduce LMC staff time spent in clerical activities. Such commercial processing is particularly useful in school districts without a full-time school librarian or sufficient clerical help. Larger school districts may organize central processing centers which provide economical processing and uniform cataloging.

Publishers are now providing many of their books, especially those to be purchased by schools, in sturdy library bindings. These are worth the extra cost because of the extended life of the book. Certain types of books that receive heavy use should be ordered in reinforced bindings if library bindings are not available. Books that are simply worn but have no missing pages may be rebound.

The materials collection should be weeded of items that are obsolete or worn from use. Equipment should be maintained in good repair at all times. Teachers should be urged to report any equipment malfunction so that problems may be corrected immediately. Audiovisual equipment worn beyond repair should be removed from the school.

Maintaining Records of Materials and Equipment

An annual inventory of books, audiovisual materials, and equipment should be reported to the administration. If a complete inventory of materials cannot be completed, count only a part of the collection each year rather than close the LMC several weeks before school closes in the spring. Many school districts are introducing computerized circulation procedures which enable an inventory to be completed quickly.

Financial records should be maintained for budgetary reasons. Allocations and expenditures for books, magazines, newspapers, audiovisual materials and equipment, and any other materials purchased through the LMC should be balanced. To verify these amounts, invoices and purchase orders for materials and equipment should be kept for three to five years.

A count of the number and type of items should be made. For example, the total number of books in the collection should be known, as well as the number missing, discarded, or lost and paid for during the school year. Each item of audiovisual equipment should be recorded by make, model, and serial number. An accurate count of the collection will help the school librarian prove the need for additional funds or indicate the growth in numbers of the LMC materials.

Using Community Resources

All communities have resources which can enrich the school's instructional program. The LMC in each school should maintain a file or index of community resources, including museums, government agencies, colleges and universities, industries, and other places of interest which students may visit. Individuals of special interest and members of organizations are willing to visit schools occasionally and share their knowledge, talent, and experiences. The school librarian may compile a monthly listing of community events and celebrations to publicize local activities as well.

All of these programs should be evaluated by the school staff after observing the presentation. Administrative policies may govern the use of community resources and the school day time available for field trips and presentations.

Facilities

The LMC facility that is inviting, functional, and attractive stimulates use by staff and students. It should have adequate space, appropriate furniture to accommodate age and maturity levels of students, and proper control of lighting, sound, and temperature. In short, it should be a place where students and teachers may enjoy reading, listening, and viewing materials for instructional assignments or for pleasure. Although LMC facilities vary considerably in size and shape, they share a common purpose: to provide physical facilities to fulfill the library media needs of the campus unit.

Planning for the LMC facilities includes considerations of both new and remodeled quarters since innovation in program emphasis, curriculum design, student population, and new technology may create a need for change. The Agency publication, *Library Learning Resources Facilities—New and Remodeled*, published in June 1982, may help in this planning process. Copies were sent to every public school in the state. Additional copies may be purchased for $2.00 from the Publications Distribution Office, Texas Education Agency. The publication number is GE2 955 02.

Using information from teachers and students, the LMC quarters should be planned cooperatively by the school librarian, architect, building principal, and district program director for library media services. Plans for the LMC will be influenced by the school's educational objectives, enrollment, and instructional program. Schools with increasing enrollment should provide for expansion without the need for future radical structural changes.

The LMC should be located for easy accessibility to all classrooms. To provide a quiet atmosphere, the LMC should be located as far as possible from the gymnasium, cafeteria, playground, shops, band and orchestra halls, bus-loading zones, and other high noise areas. If the school offers educational programs based on student access to materials during evenings and summers, the LMC should be planned so that building use can be restricted to that area. Materials and furniture should be as attractive as possible and provide for easy access and efficient traffic flow.

A specific area should be designated for circulating books, audiovisual materials, and equipment. Open space must be available for the smooth flow of student traffic and the movement of audiovisual equipment from the LMC to classrooms. This open area is the best location for bulletin boards and exhibit cases to display new materials and promotional or special interest items.

Space for listening, viewing, reading, and browsing by individuals and groups of students should be provided. Small areas may be set aside for students to use audiovisual materials, cable and closed circuit television, dial access systems, and commercial radio and television.

A separate area should be designated for instructing large groups of students. A variety of uses may be made of this space such as information/library skills instruction, class viewing of educational programs, testing students, and faculty meetings. This section should be located to create minimum interference with concurrent activities in other areas of the LMC.

The housing and arrangement of reference and research materials, seating, tables, and carrels should be conducive to individual and/or group research. Current periodicals as well as indexes and back issues should be maintained for research use. Readers and reader/printers should be available if back issues of periodicals are in microform format.

A microcomputer laboratory may be included in the LMC facility. A separate, secure area for individual use of microcomputers by students, teachers, administrators, and the LMC staff should be provided. Another small area may be set aside for a collection of professional books and journals and a conferencing area for teachers.

Work space necessary to process new materials should be provided for the LMC staff, along with storage areas for the audiovisual equipment and materials. A laboratory for the production of educational materials by students and teachers may be located adjacent to the LMC.

When a new or remodeled LMC facility is planned, many factors should be considered:

The size of the materials collection.

The need for flexibility to allow for variation of arrangement.

The kinds of materials and equipment to be maintained in the LMC.

The extent to which instructional resources will be produced in the LMC.

Expansion based on projections for the future.

The type of instructional program, including services, to be provided.

The number and type of individual study stations, small group activity areas, and classroom(s) accommodations for the LMC related instruction.

Flexibility is the key to successful LMC facilities. No single facility design can be described for all schools nor can a single design for schools of similar size, grade level, or course offerings be recommended. Decisions on areas and interrelatedness of areas must reflect the unique needs of each educational unit.

Financial Support

Administrative and financial support for a district-wide library media center program should be defined by the board of trustees in the annual budget. Once the district budget is set, individual campus allocations will be determined by enrollment and materials needed to provide curriculum support.

The annual budget for each LMC is planned by the principal and school librarian in cooperation with teachers and other staff members. This budget identifies specific objectives based on program needs, the resources required to accomplished these objectives, and the financial support needed.

Schools with special priorities, such as developing magnet programs, a bilingual curriculum, and special education programs, will require additional resources and services above those for the regular LMC program.

In addition to the annual budget approved by the board of trustees, funds from external sources such as the parent/teacher organization extend the resources and services of the LMC. Although student fees are prohibited, fines for overdue books or payment for lost or damaged materials may be collected.

Annual Expenditures

In preparing the annual budget for instructional resources, each of the following items should receive separate considerations.

Books—A new school LMC may require several years to reach the minimum standard of ten books per student. After a basic collection has been acquired, the board of trustees should set a book budget based on the average purchase price of one title per student per year, exclusive of encyclopedia sets and unabridged dictionaries.

Audiovisual Materials and Equipment—After a basic audiovisual collection of two items per student has been acquired, a budget amount equivalent to the cost of one book per student per year is suggested for purchasing materials and audiovisual equipment. Additional funds are needed for maintaining, repairing, and replacing audiovisual equipment.

Magazines and Newspapers—While a limited range of quality magazines is available in elementary grades, secondary schools may choose from many popular, scientific, news, and other special interest titles. The budget for the secondary school LMC should include funds for an annual subscription to a general index such as *Reader's Guide to Periodical Literature* and for back issues of magazines in microform. Local newspapers should be available in all schools. Regional and national newspapers should be provided in secondary schools.

Encyclopedia Sets and Unabridged Dictionaries—Funds should be budgeted for at least two sets of encyclopedias copyrighted within the last five years and to maintain only those sets copyrighted within the last eight years. Sets with varying levels of difficulty and subject emphasis are more desirable than multiple copies of the same title. Classroom sets are purchased from a separate budget. Unabridged dictionaries should be replaced frequently.

LMC Supplies and Book Rebinding—The budget for office supplies, bulletin board materials, catalog cards, and book pockets should be equivalent to five to 10 percent of the LMC budget. A rebinding budget of 10-15 percent of the book budget is usually a practical amount.

Professional Materials—The number of professional books and journals needed will vary according to the size and needs of the teaching staff. An amount ranging from $4 to $10 per staff member is recommended. The smaller the staff, the larger the per teacher amount will be.

Financing the Program in the New School

The LMC program in the new school needs the same services and resources as one already established. However, it may take several years to acquire the full quota of resources. Since the LMC is tied closely to each instructional area, it is important that the program be ready to function when classes begin. For this reason, funding for staff and materials should be planned in detail by the time construction begins. Indeed, the processing of materials should be underway as the ground is broken. The school librarian for the new building should be on hand to supervise and to add suggestions.

If a new school is created by dividing the enrollment of an overcrowded building, some of the materials may be delegated to the new LMC. However, this action should be influenced by the adequacy of the current collection and the anticipated enrollment of both schools. The school librarians from both schools should plan together for the best division of resources.

Six percent of the district's average per student cost may be spent annually to maintain an up-to-date collection of materials and equipment. This amount, apportioned to campus and district collections, is used to purchase materials, equipment, and pay rental fees for materials and equipment not owned by the district. Remodeling expenses, textbooks, supplemental textbook materials, collections for new schools, general school supplies, salaries, and laboratory equipment are not included. A precise figure can be determined only after each of these items has been considered separately in the planning and budgeting process and the entire list totaled.

Library Media Staff

The professional and support staff must be well prepared for the LMC program demands. For example, the professional staff members should understand curriculum development, learning theory, and communications. They should also possess administrative skills, leadership qualities, creativity, enthusiasm, and the ability to work effectively with students, faculty, and administrators.

Professional staff members should hold a school librarian's certificate or certification/endorsement as a learning resources specialist. Librarians serving in district administrative positions should hold: (1) school librarian or learning resources specialist certification, and (2) supervisor's certificate or other state-approved credential necessary to serve as an administrative officer.

The size of district and campus center staffs is determined by the curriculum, number of users, quantity of materials and equipment, and location and design of facilities. Differentiated staffing providing a full range of professional, technical, and clerical competencies is necessary to implement a LMC program. Responsibility for developing and implementing the program must be assigned to one professional person appointed as the campus or district library media director. Additional staff members are designated as professional school librarians and support personnel.

The District Library Media Director

The district library media director should be skilled in communication and management. To assist the students in the district, the director arranges cooperative agreements with staff members of public, academic, and special libraries. The director interprets the centers to individuals and to the community, works with other administrators to integrate the LMC program into the district's instructional plan, and encourages effective use of the resources and services available from the regional education service centers.

The district library media director is a school librarian who is competent in:

Selection, supervision, management, and evaluation of LMC personnel and programs.

Application of regulations governing the use of local, state, and federal funds.

Development of a central source of statistical data concerning the library media program.

Interpretation of data.

Application of principles of communication, curriculum, instructional design, and materials production.

Interpretation of legal requirements in bidding, purchasing, and contracting procedures, and the subsequent evaluation of bids from vendors.

Evaluation, selection, acquisition, organization, and utilization of materials and equipment aligned with the educational practices of the district.

The district library media director works closely with the superintendent and other administrative officers to:

Plan, evaluate, and staff the school district's library media program.

Draft the annual budget for the total district LMC program.

Establish criteria for writing specifications for the selection of equipment.

Direct central acquisition and processing of materials and equipment.

Maintain a continuous program for evaluation of instructional resources, services, and equipment.

Select, organize, circulate, and encourage effective use of materials and equipment in the district resources collection and professional library.

Participate in the development of a broadbased school curriculum and instructional design.

Coordinate the instructional use of all forms of telecommunications such as the use of television from commercial and public broadcasting systems and cable sources; computer assisted instruction in the LMCs; and other programs in print and audiovisual formats.

Plan for professional growth and inservice education for LMC staff and other school personnel through meetings, workshops, conferences, and special presentations.

Plan for facilities design, staffing, and acquisition and organization of materials and equipment for LMCs in new schools.

Prepare bulletins, newsletters, and other aids for transmitting suggestions for improvement of services, information about acquisitions, and news of the profession.

Represent the school district in planning sessions for cooperative ventures among area public, academic, special, and school libraries.

Campus Library Media Director

The campus library media director serves as a master teacher, materials expert, and curriculum coordinator. The director is competent in instructional systems design; media program administration and management; materials selection, utilization, and evaluation; media production; and assessment and evaluation techniques.

The LMC program is administered by a professional who knows the curriculum and who, because of a broad knowledge of learning resources, can assist students and teachers in the selection and use of media. The campus library media director participates in curriculum planning and development and is a catalyst for learning in the LMC and in the classroom. Working with students and teachers is recognized as a major responsibility.

The campus library media director is competent in:

Curriculum development, teaching techniques, instructional design, and learning theory.

Coordination of information/library skills instruction as included in the essential elements for all curriculum areas.

Program management and materials organization.

Leadership and administration.

Reading, viewing, and listening guidance.

Evaluation, selection, acquisition, processing, and minor maintenance of materials and equipment.

Retrieval of information for students and teachers, utilizing the campus resources and community resources such as public and academic libraries.

The campus library media director:

Develops goals and objectives for the LMC program cooperatively with teachers, administrators, and students.

Consults and plans with teachers on the appropriate use and convenient scheduling of materials for classroom instruction.

Works with teachers by recommending and planning for user needs.

Plans with administrators, teachers, and students, individually and in groups, for effective use of LMC materials and facilities.

Provides leadership in evaluating and selecting materials and equipment for purchase.

Assumes responsibility for processing and organizing all LMC materials and equipment.

Encourages student use of materials to satisfy class assignments.

Functions as an active member of the faculty by accepting teaching responsibilities in student use of LMC materials and as a resource person in classroom activities.

Assists in the design and production of teaching materials not available from commercial sources.

Informs the faculty of available community resources by maintaining a file which includes a listing of field trips, persons with special expertise, community activities and celebrations.

Acquires materials not available in the school LMC through inter-library loan.

Provides user guidance in reading, viewing, and listening.

Prepares subject area or topic bibliographics incorporating all types of materials.

Assists teachers in integrating media with instructional assignments.

Maintains appropriate lines of communication with the district library media director.

Incorporates district policies and procedures into the campus LMC program.

Plans activities to stimulate student and teacher use of LMC materials and facilities.

Maintains schedules for instructional television programs and encourages the use of video programs for educational purposes.

Keeps systematic records and data so that the program efficiency may be evaluated.

Notifies users of new materials, equipment, and services on a regular basis.

Collects information about user interests and needs and routes relevant information and materials regarding those interests and needs to appropriate groups.

Plans and directs the activities of the school librarian, aides, clerks, volunteers, and student assistants.

Develops a useful, relevant professional collection.

Acquires materials which will provide options in instructional methods for students.

School Librarian

Enrollment, curriculum, special programs, facilities, materials, and equipment are factors influencing the number of school librarians necessary for program implementation. Subject area competencies are considered to ensure the greatest degree of support for the curriculum. School librarians with teacher certification in the social sciences, language arts, science, music, special education, and vocational education add depth to total staff proficiency. Schools with minority students should consider adding staff members with skills in selecting materials which reflect the culture of these groups. The school librarian should understand each child's ability and interest needs, should be familiar with the curriculum, and know the resources of the LMC.

The teaching of information/library skills is the responsibility of the school librarian. The classroom teacher should accompany and remain with the class during this instruction as the successful integration of skills into the instructional program requires the cooperative planning efforts of both professionals.

Instructional Media Aide

The instructional media aide works under the direct supervision of the professional school librarian to help teachers and students prepare and use audiovisual materials and equipment. Special training may be required to prepare the aide for specialized services. They include:

Prepare displays, mock-ups, bulletin boards, graphs, charts, and other instructional aids.

Duplicate transparencies, audio and video tapes, work sheets, tests, or other materials.

Schedule and operate equipment for teachers and students.

Assist with the audio or video taping of classroom or other educational experiences.

Receive, check, and process new materials and equipment.

Maintain equipment and materials.

Request and schedule use of materials from the district LMC, regional education service center, or other source.

Provide instruction and/or assistance in operating equipment.

Assist teachers and students in locating, circulating, and using resources.

Clerical Aide

The clerical aide also works under the direct supervision of the school librarian. The aide should know how to:

Type bibliographies, letters, purchase orders, requisitions, and routine correspondence.

Type and file catalog cards.

Balance accounts.

Organize, schedule, and circulate materials and equipment.

Assist users in locating and using materials and equipment.

Shelve materials returned to the LMC.

Maintain files on materials, facilities, and personnel available from community sources.

Work with students to maintain an orderly atmosphere.

Repair materials and equipment.

Help produce instructional media.

Assist with inventory and weeding procedures.

Keep program records.

Maintain an attractive appearance of the LMC.

An inservice program for the development of competencies needed by the clerical and instructional media aides should be a part of the district staff development effort.

Student Assistant

The school district may grant local credit to academically able students for service in the LMC. The students should be provided with a variety of experiences to retain their interest and to help them increase their research skills. As they begin to understand the organizational structure of a LMC, student assistants will see its relationship to the academic or public library. Student assistants may:

Assist teachers and students with the proper operation of equipment.

Help fellow students to locate needed materials.

Help to circulate, shelf, receive, and process new materials.

Volunteer

School volunteers are highly skilled in a wide range of instruction-related areas. Fortunately, many prefer to contribute their services to the LMCs. Their services are most beneficial when organized so both the volunteer and the staff member are aware of the different responsibilities. The volunteer:

Tells or reads stories to children.

Uses story records, films, filmstrips, and tapes with children.

Works with individuals, small groups, or large groups in the areas of subject specialization, such as demonstrating the various arts of music, painting, dance, sculpture, and drama.

Assists in helpful, daily tasks such as processing materials, simple mending, maintaining vertical files, making displays, and circulating and re-shelving materials.

Appendix A:

Planning Guide

Throughout *School Library Media Centers*, emphasis is placed on acquiring resources and providing services appropriate to the school's instructional program. For example, schools located outside the viewing range of an educational broadcasting facility and not having sufficient local funds to invest in a television production program or satellite transmitted programming may invest in commercially produced videotape programming. Schools with unique programs may invest more heavily in audiovisual materials than in print materials.

The following quantitative statements are presented as suggestions to be used in LMC planning. The levels graduate from the minimum standards stated in Level I to a superior rating indicated by Level IV. The current status of each LMC may be recorded by selecting the correct level. In setting objectives, each campus staff should determine the most desirable level for program effectiveness, compare this observation with the existing level, and chart a plan to meet it. Acquisitions should then be made according to program priorities.

Program	Level I	Level II	Level III	Level IV
Education Goals (Campus)	Not formulated	Discussed in generalities in staff meetings	Formally stated and available to staff and community	Function of LMC specified in formally stated goals
Priorities (Campus)	Determined by each staff member on a day-to-day basis	Informal agreement of campus staff	Specified	Specified with LMC services included
Needs Assessment of Program	None	By individual teachers in preparation for annual book-AV orders	Staff decision on needs for materials and equipment	Staff decision on needs with appropriate budget adjustment
Instruction Development	Use textbook only	Textbook supplemented by additional resources if the teacher desires	Textbook supplemented by many types of materials as needed by users	Same as LEVEL III with instructional systems developed as needed
Evaluation (of LMC program)	None	Informal	Formal with recommendation for change	Same as LEVEL III with accompanying budget adjustments
Inservice Education	District inservice only	Informal sessions with curriculum staff	Sessions held in response to recommendations from evaluations	Continuous study as determined by campus staff through program planning

The LMC staff works with teachers and students in providing services and resources as indicated in LEVELS II, III, and IV above.

Program	Level I	Level II	Level III	Level IV
Materials				
Selection Policies and Procedures	No policies—selected by individual(s) without overall planning	Informal book selection policy, LMC staff selects with recommendations from curriculum staff	Stated selection policy for all materials. Formal structure for staff participation in selection	Board adopted selection policies. Formal procedures for challenged materials. Structure for student and teacher participation in selection
Circulation	Books only. Limited number at specified times only	Books circulated when and in quantities needed during school day	Same as LEVEL II with AV materials circulated for in-building use during, before and after school	Same as LEVEL III with equipment circulated for in-building or home use—LMC open evenings and summers
Weeding	No policy—done when needed	Campus policy—done when needed	District policy—routine practice	Same as LEVEL III
Records				
Inventory	No central list of resources	Shelf list (inventory) of printed materials	Central shelf list (inventory) of all book and AV materials	Same as LEVEL III plus equipment
Catalog	No catalog of books or other resources	All print LMC holdings cataloged	All materials cataloged	Same as LEVEL III
Data Collection	None	Some staff time given to data collection	Partial data collection using a campus statistical report scheme	Complete data collection using a district developed reporting instrument

Program	Level I	Level II	Level III	Level IV
Networking	None	Informal communication with other local library entities and campus units.	Coordinated use of materials between LMCs with frequent conferences to determine methods of meeting user demands	Formal participation in a regional network dedicated to maximizing learning opportunities for students and adults
Instruction in Information/Library Skills	Done by the classroom teacher using the language arts textbook as a guide	Instruction is done by the school librarian with the intent of combining students' needs for library skills and the essential elements of various curriculum disciplines	Planned cooperatively by classroom teacher and school librarian	Same as LEVEL III with formal record of students' mastery of essential elements taught through curriculum areas
Literature Enrichment	Classroom teacher reads a book of literary quality daily to students	School librarian introduces students to outstanding authors and quality literature and illustration through books, story telling, and the use of audiovisual presentations	Same as LEVEL II plus the students have an opportunity to hear, in person, authors and illustrators	Same as LEVEL III

Resources	Level I	Level II	Level III	Level IV
Books	10 titles per pupil or 4,000 titles whichever is greater	12 titles per pupil or 7,000 titles whichever is greater	8,000 titles or 19 volumes per pupil whichever is greater	At least 9,000-14,000 titles representing 14,000 volumes or 25 volumes per pupil whichever is greater
Books include reference, fiction, nonfiction, and paperbacks. This does not include textbooks or multiple copies of titles purchased for department collections and used as texts.				
Periodicals				
Elementary	5-10 titles	10-20 titles	20-35 titles	35-60 titles
Junior High/Middle School	20-45 titles	45-55 titles	55-70 titles	70-125 titles
Senior High	30-55 titles	55-70 titles	70-105 titles	105-175 titles
Periodicals include those that are curriculum related, that represent pupil interests, and that have divergent editorial viewpoints. A general magazine index is available for use with periodicals.				
Newspapers				
Elementary	1 title	1 local and 1 state title	3-6 titles	3-6 titles
Junior High/Middle School	2 titles	3 titles	4 titles	5-10 titles
Senior High	3 titles	4 titles	5 titles	6-10 titles

Resources	Level I	Level II	Level III	Level IV
When second and third newspaper subscriptions are added, local, state, and national publications are represented.				
Pamphlets, clippings and miscellaneous materials				
Elementary	Pictures to support units of work	Pictures, study prints and pamphlets	Pictures, study prints, clippings, pamphlets	Same as LEVEL III
Junior High/Middle School	Beginning file of pictures and pamphlets	File including study prints, pictures, pamphlets	Same as LEVEL II	Same as LEVEL II with clippings added
Senior High	Same as Junior High/Middle School	Same as Junior High/Middle School	Same as Junior High/Middle School	Same as Junior High/Middle School
Information included in the pamphlet file is of local interest, on current issues not otherwise available in book form, career guidance, and college catalogs.				
Sound filmstrip kits	Kits available for use by teachers	100 titles available for teacher use	200 titles available to pupils and staff	300-500 titles available to pupils and staff
Filmstrips	Filmstrips available for use by teachers	300 titles available for teacher use	500 titles—available to pupils and staff	750 titles plus 2 per pupil available to pupils and staff
Specialized programs require additional titles and duplicate copies.				

Resources	Level I	Level II	Level III	Level IV
16mm films	Access to 100 titles	Access to 500 titles	Access to 1000 titles	Access to 3000 titles and duplicates as needed
Films are accessible either from the campus, district, or regional collections or through a rental arrangement.				
Video programs	Tape programs available for teacher access	75 programs available for teacher access	150 programs available for pupil and teacher access	300 programs available for pupil and teacher access
Video tapes are accessible from the campus, district, or regional collections.				
Audio recordings	500 titles	1000 titles	2000 titles	2000 titles plus 2 per pupil
Audio recordings include disc, reel to reel, and cassettes. Access is from campus, district, or regional collections with frequently used titles available at the campus unit for use by pupils and teachers.				
Slides	_____	500	1000	2000 with duplicated as needed
Slides are locally or commercially produced and are selected for relevance in specific curriculum areas such as art, social studies, and science.				
Graphic materials	Posters, charts	Art prints, posters, charts	Art prints, posters, charts, diagrams, etc.	Same as LEVEL III

Resources	Level I	Level II	Level III	Level IV
If study prints are considered in the area of graphics, a LEVEL IV LMC will have 500 sets plus 4 per student. Other graphics, such as photographs, diagrams or graphs, are included as needed for specific curriculum areas.				
Globes				
Elementary	1 for each two teachers	1 for each teacher plus special globes in LMC	1 per teacher and 2 in the LMC plus special globes	Same as LEVEL III
Secondary	Available in LMC as needed in subject areas	1 per 10 teachers plus special globes in LMC	1 per 5 teachers with special globes in LMC	1 per 5 teachers plus special globes, models, relief maps and other representations in the LMC as needed for subject areas
Regional and special maps with duplicates as needed for all LEVELS				
Microforms				
Microfilm and microfiche can be more compactly stored than can books and periodicals. School curriculum and access to microform readers are considered in determining quantity and subjects obtained in microform.				
Transparencies	_____	500	1000	2000
Transparencies are commercially or locally prepared and may be detailed, with overlays, or may be very simple copies used in group instruction. Subjects are curriculum related.				
Microcomputer software programs	Access to 25 programs	25-50 programs	50-100 programs	Access to 100 programs plus duplicates as needed

Resources	Level I	Level II	Level III	Level IV
Textbooks	State adopted only (single adoption)	State adopted with multiple adoption and supplementary texts	State adopted with supplementary materials purchased from local funds	State adopted textbooks supplemented with total instructional system packages
Textbooks, when managed by the head of the LMC program, are the responsibility of an aide or clerical worker.				
Professional collection	Some periodicals and books	Periodicals organized centrally and easily accessible to teachers	All types of professional materials organized and housed in a special area for teachers where reading, listening, or previewing may be done	Same as LEVEL III
Other materials				
All forms of programmed materials, models, games, and art objects are made available according to needs and budget.				

Equipment	Level I	Level II	Level III	Level IV
16mm Sound Projector	1 per campus	1 per campus	1 per 5 CTU* plus 2 per LMC	1 per 4 CTU plus 5 per LMC
2 × 2 Slide Projector with Remote Control	1 per bldg.	1 per 20 CTU	1 per 8 CTU plus 3 in LMC	1 per 5 CTU plus 1 per LMC
Number of projectors in all instances is determined by program, number of slides available for use, and degree of utilization by teachers and students.				
2 × 2 Slide Viewer	Available in building	1 per 10 CTU plus 2 per LMC	1 per 7 CTU plus 2 per LMC	Same as LEVEL III
Filmstrip or Combination Filmstrip-slide Projector	El.-1 per 5 CTU Sec-1 per 10 CTU	1 per 4 CTU 1 per 8 CTU	1 per 3 CTU 1 per 6 CTU	1 per 3 CTU 1 plus 4 per LMC
Individual Filmstrip Viewer	3 per LMC	1 per 10 CTU plus 1 per 10 CTU in LMC	1 per 5 CTU plus 1 per 5 CTU in LMC	1 per 3 CTU plus 1 per 5 CTU in LMC
Sound Filmstrip Projector	1 per bldg.	1 per 20 CTU	1 per 10 CTU	1 per 5 CTU plus 2 per LMC
Sound Filmstrip Viewer	1 per bldg.	1 per 20 CTU	1 per 10 CTU	1 per 5 CTU plus 2 per LMC

Equipment	Level I	Level II	Level III	Level IV
10 × 10 Overhead Projector	1 per 10 CTU	1 per 8 CTU	1 per 3 CTU	1 per CTU plus 2 per LMC
Opaque Projector	1 per bldg.	1 per 30 CTU	1 per 20 CTU	1 per 20 CTU plus 1 per floor
Classroom Television Receiver	1 per floor	1 per 10 CTU plus 2 per LMC	1 per 5 CTU plus 2 per LMC	1 per CTU plus 2 per LMC
Video Recorder/Players	1 per bldg.	2 per bldg.	1 per 10 CTU plus 1 per LMC	1 per 5 CTU plus 2 per LMC
Video Camera	_____	1 per bldg.	1 per 15 CTU plus 1 per LMC	1 per 10 CTU plus 2 per LMC
Portable Videotape Recorder System	_____	1 per bldg.	1 per 20 CTU	1 per 10 CTU
Record Players	El.-1 per 5 CTU Sec-1 per 15 CTU	1 per 3 CTU 1 per 10 CTU	1 per 2 CTU 1 per 5 CTU	1 per CTU plus 2 per LMC 5 per CTU plus 5 in LMC

Earphones should be provided for listeners.

Equipment	Level I	Level II	Level III	Level IV
Audiotape Recorder/Player	1 per 5 CTU	1 per 3 CTU plus 2 per LMC	1 per 2 CTU plus 5 per LMC	1 per CTU plus 8 per LMC
Earphones are provided for audiotape recorders.				
Audiotape Players	Available in building	5 per LMC	10 per LMC	1 per CTU plus 5 per LMC
Earphones are provided for use with audiotape playback equipment.				
Listening Center/6-10 Headsets	El.-1 per 10 CTU Sec-1 per 20 CTU	El.-1 per 5 CTU Sec-1 per 15 CTU	El.-1 per 2 CTU Sec-1 per 15 CTU	El.-1 per CTU Sec-1 per 10 CTU plus 5 in LMC
Microcomputers in LMC	1 per LMC	3 per LMC	15 per LMC	30 per LMC
Number of microcomputers will be determined by school's program, the instructional materials available, and student and teacher interest.				
Micro-reader		1 per LMC	1 per 10 CTU plus 2 per LMC	1 per 7 CTU plus 2 per LMC
Large schools will probably add periodicals and other information in microfiche rather than, or in addition to, microfilm. Facilities should include space for readers, and reader-printers.				

Equipment	Level I	Level II	Level III	Level IV
AM/FM Radio	1 per bldg.	2 per LMC	3 per LMC	3 per LMC
Projection Screen	Available	1 per CTU	1 per CTU	1 per CTU permanently mounted with keystone eliminator plus a variety of sizes in LMC
Projection Cart with electrical assembly Projection carts are available for use with equipment to be moved from the LMC for use in classroom or other areas.				
Copying Machine for production of transparencies	1 per bldg.	1 per bldg.	1 per 40 CTU plus 1 per LMC	1 per 20 CTU plus 1 per LMC
Duplicating Machine for audio tapes		1 per bldg.	Same as LEVEL II	Same as LEVEL II
Dry Mount Press	_____	1 per bldg.	Same as LEVEL II	Same as LEVEL II
Roll Laminator	_____	1 per bldg.	1 per 40 CTU plus 1 per LMC	1 per 20 CTU plus 1 per LMC

*Classroom Teacher Units

Facilities	Level I	Level II	Level III	Level IV
Circulation Area	0-100 sq. ft.	100-300 sq. ft.	300-700 sq. ft.	800 sq. ft.
Area should include space for the circulation desk unit, displays, copying equipment, a card catalog near the circulation area, and periodical indexes adjacent or convenient to current, back issues, and/or periodicals in microforms.				
Viewing, Listening, Reading (V-L-R) Area	500-999 sq. ft.	1000 sq. ft.	10%-15% of enrollment at 40 sq. ft. per pupil	15%-30% of enrollment at 40 sq. ft. per pupil
Sufficient space should be allowed for tables and chairs; browsing; lounging; carrels wired for viewing and listening; traffic around circulation desk, catalog, stacks, vertical files, and other free standing or mobile equipment.				
Small Group Viewing and Listening	0-120 sq. ft.	2 rooms (0-120 sq. ft. each)	3 rooms, 120 sq. ft. each	4-5 rooms, 120 sq. ft. each
Small group viewing and listening may occur in the main V-L-R area or in small rooms which can also serve as conference areas. Screens, acoustically treated surfaces, and sufficient electrical outlets and light control are provided. Television antenna or cable television drops are available in each area.				
Conference Areas	0-15 sq. ft. space provided, either in separate room or by arrangement of shelving	1 room, 150 sq. ft.	2 rooms, 150 sq. ft. each	3 rooms, 150 sq. ft. each
Movable walls make possible a more efficient use of space provided for conference areas. Light control, acoustical treatment, and wiring and outlets for use of projection and viewing equipment are necessary. Television antenna or cable drop is installed.				

Facilities	Level I	Level II	Level III	Level IV
Classroom	None	Space available for class group	1 classroom	1 classroom, 900-1200 sq. ft.

The classroom is located adjacent or convenient to the reference collection, is equipped for audio and/or visual presentations, has table and chairs suitable for class activities, including media production, and can be used for shelving or housing infrequently used materials. Television antenna is available.

Administration	Space for desk	100 sq. ft. space available	Room 150 sq. ft.	150 sq. ft. per specialist

Small schools may combine workroom-storage-office areas. In larger schools a separate office is desirable. This area opens into the main listening-viewing-reading area and has glass panels making supervision easier. Larger schools have more than one room.

Work Space	Processing counter or equivalent	100 sq. ft.	200 sq. ft.	300-400 sq. ft.

All workrooms include adequate work space, with a carefully planned counter (18-24 inches deep) with vinyl or formica top and work-type sink, various sizes of storage drawers and cabinets, knee-hole spaces below the counter and open shelves above. A counter of two heights is desirable, especially where workroom and office are combined.

Equipment Storage and Distribution	100 sq. ft.	200 sq. ft.	300 sq. ft.	400 sq. ft.

Larger schools may plan for decentralization of equipment storage for easier access by users. Equipment storage must include adequate security provisions.

Facilities	Level I	Level II	Level III	Level IV
Maintenance and Repair	None	None	Space available	120-200 sq. ft.
Space may be located in the storage area. Additional space is required if large equipment maintenance is not provided at the district office or by an outside agent.				
Media Production Laboratory	Space available	200-400 sq. ft.	400-600 sq. ft.	600-800 sq. ft.
Space and equipment are determined by quantity and types of media produced. Facilities for recording educational television broadcasts for instructional use should include humidity, temperature, and sound control.				
Dark Room	None	None	Space available	150-200 sq. ft.
Sinks with running water, electrical outlets, refrigeration, and light control are necessary when photography is included in the school's production program.				
Professional Collection	100 sq. ft.	100-300 sq. ft.	300-600 sq. ft.	600-plus sq. ft.
Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.				

Facilities	Level I	Level II	Level III	Level IV
Stacks	In main viewing-reading-listening area for Books Magazines Newspapers Multi-media Kits	Special stacks for Books Magazines Newspapers Filmstrips Transparencies Recordings Maps Globes Pamphlets Computer software Multi-media Kits	In addition to Level II Slides, Films Art Prints, Study Prints, Charts, Posters, Microforms, Video Cassettes, Models, Kits, Manipulative Materials	Same as LEVEL III
Microcomputer Area	Tables, seating, electrical supply in a secure area	Same as LEVEL II	200-400 sq. ft.	400-500 sq. ft.
Magazines and Newspapers	Shelving for current issues only	100-200 sq. ft.	200-400 sq. ft.	400 sq. ft.

Schools with copying equipment, microforms and readers and/or reader printers, as well as files of back issues of magazines provide space convenient to the *Reader's Guide.* (See circulation)

Special Facilities

Computerized learning laboratory is a part of the LMC and has response capability.

Radio and/or television studio may be provided from the district center. If provided at the campus unit, sound and light control and storage for props, equipment and supplies are necessary. Facilities are determined on the basis of appropriateness for the school's program.

Personnel	Level I	Level II	Level III	Level IV
Professional	One staff member for each 1000 students. (A part-time professional for districts with fewer than 500 students.)	1 per 500 pupils	1 per 400 pupils	1 per 250 pupils
Clerical Assistant	1 per 1,000 pupils	1 per 750 pupils	1 per 500 pupils	1 per 250 pupils

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Learning Resources Center Profile Chart

This profile chart may be used to record the school's existing and desired program status. Using a current inventory of LMC resources and the pages of Appendix A, mark this chart to show the present condition. Since another level may be desired if user needs are to be met, a second indicator may be recorded to point out areas needing help.

Now, plans can be projected for achieving the best possible match of services and resources with corresponding budget justification.

Program	1	2	3	4
Education Goals (Campus)				
Priorities (Campus)				
Needs Assessment				
Instruction Development				
Evaluation				
Inservice				
Materials				
Selection Policies				
Circulation				
Weeding				
Records				
Inventory				
Catalog				
Data Collection				
Networking				
Information/Library Skills				
Literature Enrichment				

Resources	1	2	3	4
Books				
Periodicals				
Newspapers				
Pamphlets				
Sound Filmstrip Kits				
Filmstrips				
16mm Films				
Video Programs				
Audio Recordings				
Slides				
Graphic Materials				
Globes				
Maps				
Microforms				
Transparencies				
Microcomputer Software				
Textbooks				
Professional Collection				

Equipment	1	2	3	4
16mm Sound Projector				
2 × 2 Slide Projector—Remote Control				
2 × 2 Slide Viewer				
Filmstrip/Filmstrip—Slide Projector				
Individual Filmstrip Viewer				
Sound Filmstrip Projector				
Sound Filmstrip Viewer				
10 × 10 Overhead Projector				
Opaque Projector				
Classroom Television Receiver				
Video Recorder/Player				
Video Camera				
Portable Videotape Recorder				
Record Player				
Audiotape Recorder/Player				
Audiotape Players				
Listening Center				
Microcomputers in LMC				
Micro-reader				
AM/FM Radio				
Projector Screen				
Projecting Cart				
Copying Machine				
Duplicating Machine				
Dry Mount Press				
Roll Laminator				

Facilities	1	2	3	4
Circulation Area				
Viewing, Listening, Reading				
Small Group Viewing/Listening				
Conference Areas				
Classroom				
Administration				
Work Space				
Equipment Storage/Distribution				
Maintenance/Repair				
Media Production Lab				
Dark Room				
Professional Collection				
Stacks				
Microcomputer Area				
Magazines/Newspapers				
Special Facilities				

Personnel	1	2	3	4
Professional				
Clerical Assistant				

Appendix B:

Library Media Center Appraisal Checklist

This checklist provides the basis for evaluating the current status of the LMC. It will indicate areas of excellence and areas of concern. A five point scale is used to show the degree to which the LMC program is meeting suggested guidelines.

0=Strongly disagree
1=Disagree
2=Undecided
3=Agree
4=Strongly agree

Program	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. There is a written statement of long and short term goals for the LMC.	0	1	2	3	4
2. The LMC goals reflect the educational goals of the school district.	0	1	2	3	4
3. The LMC goals are developed with information from administration, faculty, students, parents, LMC staff and community.	0	1	2	3	4
4. The LMC program is an integral part of the instructional program.	0	1	2	3	4
5. There is an educationally sound course of study for teaching information/library skills including scope and sequence, measurable objectives, activities, and evaluational procedures.	0	1	2	3	4
6. There is a literature enrichment program which exposes students to a broad spectrum of quality literary works and superior illustration.	0	1	2	3	4
7. The LMC has a flexible schedule which allows for LMC use by individuals and small and large groups simultaneously.	0	1	2	3	4
8. Borrowing policies encourage use of LMC resources by students and staff.	0	1	2	3	4
9. The LMC works cooperatively with other libraries to provide maximum learning opportunities for all users.	0	1	2	3	4
10. The LMC program is user centered.	0	1	2	3	4
11. The school conducts in a continual evaluation of the LMC program.	0	1	2	3	4
12. Copyright regulations are prominently displayed and are explained to staff and students.	0	1	2	3	4

Resources

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. A written policy for the selection and acquisition of LMC materials has been developed and adopted by the board of trustees.	0	1	2	3	4
2. The total school community is involved in selecting materials and equipment for the LMC.	0	1	2	3	4
3. Materials are available to support the curriculum.	0	1	2	3	4
4. The print and non-print collection is current and meets state standards.	0	1	2	3	4
5. The print and non-print collection is appropriate for the grade levels and meets the personal interests and needs of students.	0	1	2	3	4
6. Audiovisual equipment is adequate for the existing collection.	0	1	2	3	4
7. All materials are classified by a standard scheme and are ready for circulation.	0	1	2	3	4
8. Statistical records are maintained to provide information concerning finances; utilization of materials, equipment, and facilities; and yearly inventory records.	0	1	2	3	4
9. A current, well organized professional collection is available.	0	1	2	3	4

Facilities

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Facilities are:					
a. located in a convenient area	0	1	2	3	4
b. functional in design	0	1	2	3	4
c. inviting in appearance	0	1	2	3	4
2. Creative, attractive, and informative displays and bulletin boards are in place.	0	1	2	3	4
3. Adequate provisions are made for:	0	1	2	3	4
a. lighting, heating, air conditioning, and acoustical control	0	1	2	3	4
b. electrical outlets to accommodate LMC activities	0	1	2	3	4
4. Tables, chairs, and carrels meet the physical needs of the student population.	0	1	2	3	4
5. Sufficient adjustable shelving is provided.	0	1	2	3	4
6. Storage areas for equipment, periodicals, and instructional materials are provided.	0	1	2	3	4
7. An instructional materials production area is adjacent to the LMC.	0	1	2	3	4

Financial Support

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The staff communicates the needs of the LMC, with adequate justification, to the administration.	0	1	2	3	4
2. Adequate financial support is provided to maintain and improve resources in line with program objectives.	0	1	2	3	4

Library Media Center

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The school librarian functions as a member of the teaching faculty.	0	1	2	3	4
2. The school librarian helps teachers improve instruction through the effective use of materials and equipment.	0	1	2	3	4
3. The school librarian teaches information/library skills using a well designed instructional plan.	0	1	2	3	4
4. The school librarian provides guidance in reading, viewing, and listening.	0	1	2	3	4
5. The LMC staff offers assistance to the administration and faculty in the use of equipment and production of instructional materials.	0	1	2	3	4
6. The campus LMC staff is large enough to provide efficient service.	0	1	2	3	4
7. All members of the LMC staff have clearly defined job descriptions.	0	1	2	3	4
8. The LMC staff continues professional growth through participation in workshops and conferences, graduate studies, and active membership in professional organizations.	0	1	2	3	4

References

1. Association for Educational Communication & Technology, *Evaluating Media Programs: District and School.* Washington, D.C.: AETC, 1976.
2. Iowa Department of Public Instruction. *Plan for Progress in the Media Center: Facilities.* Des Moines, IA: The Department, 1973.
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5. Kentucky Department of Education. *Guidelines for Merit Media Programs.* Frankfort, KY: The Dept., 1979.
6. Maryland State Department of Education. *Media and Instruction.* Baltimore, MD: The Department, 1976.
7. Maryland State Department of Education. *Project Basic and School Library Media Programs—Issues in Media Management: 1980 Series.* Baltimore, MD: The Department, 1982.
8. Maryland State Department of Education. *Services of a School Media Program.* Baltimore, MD: The Department, 1976.
9. Maryland State Department of Education. *Task Force on School Library Media Programs.* Baltimore, MD: The Department, 1983.
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11. Virginia Department of Education. *Guide to Library Media Services in Virginia Public Schools, 1980.* Richmond, VA: The Department, 1980.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a non-segregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.